

## A Student Support Method to Attain School Quality Standards Using RtI as a Decision-Making Tool

A responsiveness to instruction (RtI) model is a decision-making process for monitoring all student progress and using the data to make decisions about instructional needs and modifications. This process is useful in providing needed instructional supports; and information from this process can be used as part of the process for determination of Learning Disabilities. This decision making model is consistent with elements identified in School Quality Standards and Act 117, which is not new to educators, administrators and school board members in Vermont. The table below has been developed for your team to help make decisions about how your already existing practices support a decision-making RtI model. It can help to provide a framework for your team to develop a plan that delineates next steps.

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2110 Statement of Purpose</b></p> <p>The purpose of these rules is to ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality and are designed to enable them to achieve or exceed the expectations set forth in <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	

<b>School Quality Standards</b>	<b>Problem Solving, RtI, Model</b>	<b>Work Plan for Implementation</b>
<p><b>2120.8.8 Instructional Practices</b></p> <p>The school shall use a range of research based instructional practices that most effectively influence student learning as identified by national and Vermont research</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	
<p><b>2120.8.2 Staff</b></p> <p>All professional staff shall be licensed and appropriately endorsed and shall have had adequate academic preparation and training to teach or provide services in the area to which they are assigned.</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	
<p><b>2120.8.3 Comprehensive System and Support Services; Educational Support Team</b></p> <p>(b)(1) increase the ability of the general education system to meet the needs of all students, including those who require assistance in order to succeed or be challenged.</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2121.8.9 Curriculum Leadership, Content and Coordination</b></p> <p>(b)(3) each school offering an education in grades 1-3 shall provide highly effective, research-based reading instruction</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	
<p><b>2120.8.8 Instructional Practices</b></p> <p>The school shall use a range of research based instructional practices that most effectively influence student learning as identified by national and Vermont research and any other data locally collected and analyzed.</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	

<b>Act 117: An Act to Strengthen the Capacity of Vermont's Education System to Meet the Needs of All Vermont Students</b>	<b>Problem Solving, RtI, Model</b>	<b>Work Plan for Implementation</b>
<p><b>Sec. 7. CONTAIN SPECIAL EDUCATION COSTS WHILE CONTINUING TO MEET THE NEEDS OF ALL STUDENTS</b></p> <p>(b)(1) provide increased training opportunities for general education teachers, administrators and para-educators, on techniques for meeting the instructional needs of all students</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	
<p>(2) Improve the preparation of all teachers to be effective in an inclusive classroom</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	
<p>Sec.7(c)(1) The commissioner shall focus on strengthening preschool through fourth grade literacy</p>	<p><b>Critical Feature No. 1</b></p> <p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2120.2.1 Participation in the State Comprehensive Assessment System</b></p> <p>Each school shall account for 100 percent of its students in regard to their participation in the state assessments.</p>	<p><b>Critical Feature No. 2</b></p> <p>General education instructors and staff assume an active role in students' assessment in that curriculum.</p> <p>Curriculum-Based Measurement:</p> <ul style="list-style-type: none"> <li>• Universal Screening</li> <li>• Benchmarking</li> <li>• Continuous Progress Monitoring</li> </ul>	
<p><b>2120.2.2 Development &amp; Implementation of Local Comprehensive Assessment System</b></p> <p>By September 1, 2006, each school district shall develop a local comprehensive assessment system that employs a balance of classroom-based and school-level assessments.</p> <p>A school's Local Comprehensive Assessment system shall assess students in those Framework or comparable standards associated with the Fields of Knowledge and Vital Results that are not assessed through the State Assessment System.</p>	<p><b>Critical Feature No. 2</b></p> <p>General education instructors and staff assume an active role in students' assessment in that curriculum.</p> <p>Curriculum-Based Measurement:</p> <ul style="list-style-type: none"> <li>• Universal Screening</li> <li>• Benchmarking</li> <li>• Continuous Progress Monitoring</li> </ul>	

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<p><b>2120.2.2 Development &amp; Implementation of Local Comprehensive Assessment System</b></p> <p>A school's Local Comprehensive Assessment system shall assess students in those Framework or comparable standards associated with the Fields of Knowledge and Vital Results that are not assessed through the State Assessment System.</p>	<p><b>Critical Feature No. 3</b></p> <p>School staff conducts universal screening of (a) academics and (b) behavior.</p>	
<p><b>2120.3 (2) Report of Results</b></p> <p>Each school shall report information and supporting data on school discipline.</p>	<p><b>Critical Feature No. 3</b></p> <p>School staff conducts universal screening of (a) academics and (b) behavior.</p>	
Act 117: An Act to Strengthen the Capacity of Vermont's Education System to Meet the Needs of All Vermont Students	Problem Solving, RtI, Model	Work Plan for Implementation
<p>Sec.7.(c) focusing on strengthening: (2) prevention and instruction for emotional and behavioral difficulties</p> <p>(3) other prevention and instruction components</p>	<p><b>Critical Feature No. 3</b></p> <p>School staff conducts universal screening of (a) academics and (b) behavior.</p>	

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<p><b>2110 Statement of Purpose</b></p> <p>The rules are designed to ensure continued improvement in student performance and the provision of high quality programs to enable students to attain vigorous standards.</p>	<p><b>Critical Feature No. 4</b></p> <p>Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties.</p>	
<p><b>2120.2.2 Development &amp; Implementation of Local Comprehensive Assessment System</b></p> <p>(a)(1) is aligned with the Framework</p> <p>(a)(3) enables decisions to be made about instruction, professional development, and educational resources and curriculum</p>	<p><b>Critical Feature No. 4</b></p> <p>Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties.</p>	
<p><b>2120.8.9 Curriculum Leadership, Content and Coordination</b></p> <p>(D) revise as warranted based upon a periodic review of student performance results, learning opportunities data, new research and updated content knowledge</p>	<p><b>Critical Feature No. 4</b></p> <p>Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2120.8.8 Instructional Practices</b></p> <p>The school shall use a range of research based instructional practices that most effectively influence student learning as identified by national and Vermont research and any other data locally collected and analyzed.</p>	<p><b>Critical Feature No. 5</b></p> <p>School staff implement specific, research-based instruction to address a student's difficulties.</p>	
<p><b>2120.8.9 Curriculum Leadership, Content and Coordination</b></p> <p>(1)(E) Each school's written curriculum shall be designed to meet the needs of all students</p> <p>(a)(3) Each school shall provide appropriate learning opportunities to all students to support their attainment of the standards contained in the Framework.</p> <p>(b)(3) For any student whose reading performance falls below the level expected in order to achieve third grade reading proficiency, the school shall work to improve the student's reading skills by providing additional research-based reading instruction to the student...</p>	<p><b>Critical Feature No. 5</b></p> <p>School staff implement specific, research-based instruction to address a student's difficulties.</p>	



<b>Act 117: An Act to Strengthen the Capacity of Vermont's Education System to Meet the Needs of All Vermont Students</b>	<b>Problem Solving, RtI, Model</b>	<b>Work Plan for Implementation</b>
<p><b>Sec.1 FINDINGS AND PURPOSE</b></p> <p>(a)(4) Early prevention and instruction services targeted to children who are at risk of becoming special education eligible can reduce the number of students who will eventually need special education services.</p>	<p><b>Critical Feature No. 5</b></p> <p>School staff implement specific, research-based instruction to address a student's difficulties.</p>	
<p><b>Sec.7 CONTAIN SPECIAL EDUCATION COSTS WHILE CONTINUING TO MEEET THE NEEDS OF ALL STUDENTS</b></p> <p>(b)(1) provide increased and improved training opportunities for general education teachers (<i>and others</i>) on techniques for meeting the instructional need of all students.</p>	<p><b>Critical Feature No. 5</b></p> <p>School staff implement specific, research-based instruction to address a student's difficulties.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2120.8.3 Comprehensive System of Support Services; Educational Support Team</b></p> <p>(b)(4) Each school’s comprehensive system of support services shall provide needed student support regardless of eligibility for categorical programs</p> <p>(c) Each school’s comprehensive system of support services shall be designed to prevent or mitigate factors which may interfere with student learning, and to ensure that students receive specialized or intensive support they any require to work toward attainment of the standards in the Framework.</p>	<p><b>Critical Feature No. 6</b></p> <p>School staff use progress-monitoring data and decision rules to determine instruction effectiveness and needed modifications.</p>	
<p><b>2120.8.9 Curriculum Leadership, Content and Coordination</b></p> <p>(b)(3) For any student whose reading performance falls below the expected level in order to achieve third grade reading proficiency, the school shall work to improve the student’s reading skills by providing additional research-based reading instruction to the student.</p> <p>(D) revise as warranted based upon a periodic review of student performance results, learning opportunities data, new research and updated content knowledge.</p>	<p><b>Critical Feature No. 6</b></p> <p>School staff use progress-monitoring data and decision rules to determine instruction effectiveness and needed modifications.</p>	

<b>Act 117: An Act to Strengthen the Capacity of Vermont's Education System to Meet the Needs of All Vermont Students</b>	<b>Problem Solving, RtI, Model</b>	<b>Work Plan for Implementation</b>
<p><b>Sec. 7. PLAN TO CONTAIN SPECIAL EDUCATION COSTS WHILE CONTINUING TO MEEET THE NEEDS OF ALL VERMONT STUDENTS</b></p> <p>(c)(3) The commissioner shall help to increase the capacity of the educational support system to meet the needs of all students outside special education by focusing on strengthening prevention and instruction components.</p>	<p><b>Critical Feature No. 6</b></p> <p>School staff use progress-monitoring data and decision rules to determine instruction effectiveness and needed modifications.</p>	
<b>School Quality Standards</b>	<b>Problem Solving, RtI, Model</b>	<b>Work Plan for Implementation</b>
<p><b>2111 Adoption of Student Performance Standards</b></p> <p>(a) Schools shall use the Framework or comparable standards as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the skills taught and learned in school.</p>	<p><b>Critical Feature No. 7</b></p> <p>Systematic assessment of the fidelity or integrity with which instruction and supports are conducted.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2120.2.1 Participation in the State Comprehensive Assessment System</b></p> <p>Each school shall administer assessments of student performance using methods developed and consistent with the Vermont Comprehensive Assessment System.</p>	<p><b>Critical Feature No. 7</b></p> <p>Systematic assessment of the fidelity or integrity with which instruction and supports are conducted.</p>	
<p><b>2120.8.3 Comprehensive System and Support Services; Educational Support Team</b></p> <p>(b)(1) increase the ability of the general education system to meet the needs of all students, including those who require assistance in order to succeed or be challenged.</p> <p>(3)Provide a <b>range</b> of support and remedial services, including instructional and behavioral instructions and accommodations</p>	<p><b>Critical Feature No. 8</b></p> <p>Support services are provided in multiple tiers of increasingly intense student intervention.</p>	

School Quality Standards	Problem Solving, RtI, Model	Work Plan for Implementation
<p><b>2120.8.9 Curriculum Leadership, Content and Coordination</b></p> <p>(E) Designed to meet the needs of all students.</p> <p>(b)(3) For any student whose reading performance falls below the expected level in order to achieve third grade reading proficiency, the school shall work to improve the student's reading skills by providing additional research-based reading instruction to the student...</p>	<p><b>Critical Feature No. 8</b></p> <p>Support services are provided in multiple tiers of increasingly intense student intervention.</p>	
Act 117: An Act to Strengthen the Capacity of Vermont's Education System to Meet the Needs of All Vermont Students	Problem Solving, RtI, Model	Work Plan for Implementation
<p>Sec. 2.16...The educational support team shall, at a minimum include an educational support team and a <b>range</b> of support and remedial services, including instructional and behavioral interventions and accommodations.</p>	<p><b>Critical Feature No. 8</b></p> <p>Support services are provided in multiple tiers of increasingly intense student intervention.</p>	

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<p><b>2120.8.3 Comprehensive System of Support Services; Educational Support Team</b></p> <p>(a) Each school shall ensure that a comprehensive system of support services is in place, including an Educational Support Team, to assist all students in working toward attainment of the Framework standards or comparable standards.</p> <p>(b)(4) Each school's comprehensive system of support services shall involve families, community supports and the system of health and human services.</p>	<p><b>Critical Feature No. 9</b></p> <p>The Educational Support Team is staffed by key personnel and utilizes an efficient problems solving model to address student needs.</p>	